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## **Grant Proposal**

### **Technology Integration Professional Development Program**

#### **Executive Summary:**

According to the International Society for Technology in Education, most people outside of the educational community do not realize that the single greatest impact on improved student performance is increased teacher education. "The qualifications of the teacher constitute 44% of the impact on student learning" (Killion & Harrison, 2006). In order to improve student performance and meet district, state, and national standards for technology use in education, teachers need to be empowered with the knowledge of how to do so. Despite the influx in funding for the acquisition of technology resources for schools and classrooms, the professional development to train teachers on the proper and effective way to integrate these resources into current curriculum has lacked.

This proposal requests the funds to supplement a thorough professional development program. The funds will empower us to develop a comprehensive training program that will enable us to cultivate and sharpen skills, resulting in technologically proficient teachers. The curriculum focused development program will provide teachers the understanding of how to meaningfully apply those technological skills and functionality into the everyday classroom activities and lessons. Finally, selected en-users take part in additional training to service as support systems, or 'coaches,' for their peers and other novice users. Overall, our teachers will be provided with the knowledge of how to pedagogically integrate technology into their curriculum and develop technology rich lessons, enhancing the performance of our students.

#### **Statement of Needs:**

Former Secretary of Education William Bennett stated, "when teachers aren't trained to teach differently with the help of computer equipment, all of often then end up forfeiting its latent benefit" (Bennett, 1999). Professional development has the ability to change a teacher's attitudes and beliefs towards technology, as well as provide them the knowledge and skills to employ technology in classroom practice (Fishman & Pinkard, 2001). A study conducted on technology use in classrooms reported that only 7% of schools have teachers technologically advanced enough to effectively integrate technology into their lessons (Sparks, 2006 in Borthwick and Pierson, 2008). That same study also found that a little over one third of schools provide no professional development for technology and only 29% provide a mere 1-14 hours per year.

While the technological resources may be present, a lack of knowledge of technology-aided pedagogy is one of the biggest obstacles to meaningful technology integration in the classroom. A 2005 survey of 1,000 randomly selected teachers revealed that 85% of teachers used technology for administrative tasks (such as taking and reporting attendance), but less than 50% had ever used technology to support instruction (CDW-G, 2005). "If the primary purpose of professional development is to improve the learning outcomes of students, then the first goal of any professional development model should be to change the way each teacher actually teaches" (Guskey, 2002). With that in mind, a successful technology integration involves a transformation of how educators teach. By technology transforming a lesson, and not merely replacing or amplifying it, students are enabled to become critical thinkers, problem solvers, decision makers, and proficient technology users.

To positively affect teacher change in the classroom, they must be convinced these changes involving technology integration will lead to increased student learning and outcomes. If a teacher accepts a goal of using technology, learning the functionality of that resource is one step, but the next step is how to effectively implement and teach with that resource. For effective technology use in the classroom, teachers need to fully understand the uses of technology and the pedagogical and curricular support it can provide. In order to achieve this, providing a professional development program that enables educators to plan, implement and revise technology enhanced curriculum is needed. This professional development plan will act as an aid in achieving the overall district and state set goals and standards of providing authentic, enriched learning through the use of technology.

## **Project Narrative**

### *Goals:*

1. By the end of the spring semester 2013, the faculty will have gained the necessary knowledge to be able to transform their curriculum and lesson plans by effectively integrating technology for the start of the 2013-2014 school year.
2. John Adams Elementary School will raise test scores, implement a technology-enriched curriculum, and meet state and national technology use standards, including the ISTE NETS for students.

### *Objectives:*

1. Conduct a needs/skills assessment with faculty to gauge the current overall proficiency and use of technology in the classroom
2. Conduct a "Technology 101" development session which will develop teacher technological skills.
3. Implement a curriculum focused training which guides and instructs teachers on how to integrate available technological resources into curriculum and learning activities.

4. Administer end-user “coach” training to advanced, experienced teachers to serve as an on-site guide and support system for peers and novice users.

#### *Methods:*

To achieve the set goals, the proposed objectives will be split into two phases spanning the course of 13 months (June 2013 - June 2014).

#### Phase 1: Assessment and Technology 101 & Ground-level Training

At the end of the 2012 - 2013 school year, the technology coordinator will survey faculty members to assess current technology use, technological proficiency and understanding, and skills. Based on the information gathered, specific training requirements and needs will be determined and the professional development topics and program will begin to be developed in accordance with the goals of this proposal and state and ISTE NETS-S standards.

Beginning late Summer 2013, teachers will begin a 40 hour Technology 101 development program which will span across the first two marking periods of the school year. In these training sessions, teachers will learn about, develop an understanding on the functionality and gain the necessary skills to operate all of the technological resources available at John Adams Elementary School. During this program, teachers will be trained with hands-on access to available resources.

#### Phase 2: Curriculum Focused Training & Peer Tech Integration Coach Training

Beginning January 2014, teacher will begin a 40 hour curriculum focused training. Over the course of this development, teachers will begin to gain an understanding of the pedagogical uses of technology and the ways to transform current curriculum and lesson plans by integrating technology. This development will involve peer-to-peer discussion and knowledge sharing, hands-on practice activities, and sample lesson planning.

At the end of the curriculum development program, the technology coordinator and principal will choose at least 3 individuals who, based on observation and performance during the overall program, displayed strong understanding and acceptance of effective technology integration into the curriculum. Those individuals will be asked to assume the role of a “Peer Tech Integration Coach,” and complete 3 additional days of development. During these three additional days of training, “coaches” will be trained on providing base level technical support issues and reinforcement of learned concepts and ideas to support novice individuals.

#### *Evaluation:*

To verify achievement of Goal 1, the review of lesson plans will be altered to look for evidence of enhanced technology integration with pedagogical support and reason. The review of lesson plans will begin at the start of the 2014-2015 school year, 3 months post development program completion.

At the end of the school year, administrators will gather and review pre and post development program classroom student assessment data. The reviewed data compared with previous years data and other national metrics will provide a quantitative measure on the effectiveness of the technology integration, and therefore the professional development.

*Budget*

| Objective                                | Expenditures                       | Cost       | Total Cost  | School Funded | Grant Funding | Funding Needed      |
|--|------------------------------------|------------|-------------|---------------|---------------|---------------------|
| <b>1. Needs/Skills Assessment</b>        | Salary (Teacher and Facilitator)   | N/A        | \$370.00    | \$370.00      | \$0.00        | \$0.00              |
|  | Stipend (Teacher and Facilitator)  | \$320.00   |             |               |               |                     |
|  | Supplies (Material/Printing/Misc.) | \$50.00    |             |               |               |                     |
| <b>2. Technology 101</b>                 | Salary (Teacher and Facilitator)   | \$8,160.00 | \$13,900.00 | \$6,950.00    | \$6,950.00    | \$6,950.00          |
|  | Stipend (Teacher and Facilitator)  | \$5,440.00 |             |               |               |                     |
|  | Supplies (Material/Printing/Misc.) | \$300.00   |             |               |               |                     |
| <b>3. Curriculum Focused Integration</b> | Salary (Teacher and Facilitator)   | \$8,160.00 | \$13,900.00 | \$6,950.00    | \$6,950.00    | \$6,950.00          |
|  | Stipend (Teacher and Facilitator)  | \$5,440.00 |             |               |               |                     |
|  | Supplies (Material/Printing/Misc.) | \$300.00   |             |               |               |                     |
| <b>4. Peer Technology Coach Training</b> | Salary (Teacher and Facilitator)   | \$1,920.00 | \$3,100.00  | \$1,550.00    | \$1,550.00    | \$1,550.00          |
|  | Stipend (Teacher and Facilitator)  | N/A        |             |               |               |                     |
|  | Substitute Wages                   | \$1,080.00 |             |               |               |                     |
|  | Supplies (Material/Printing/Misc.) | \$100.00   |             |               |               |                     |
|  |                                    |            | \$31,270.00 | \$15,820.00   | \$15,450.00   | \$15,450.00         |
| <b>Total Proposed Cost</b>               |                                    |            |             |               |               | <b>\$31, 270.00</b> |

## *Budget Narrative*

### Objective 1: Needs Assessment

Each of the 16 faculty-staff members will be asked to complete a technological needs/skills survey on their own time at the conclusion of the 2012 - 2013 school year. \$50.00 has been budgeted for hardcopy printing and miscellaneous expenditures. Each faculty members will be paid an hourly wage stipend of \$20.00 for their participation. Total time: 1 hour. Total Participants: 16.

### Objective 2: Technology 101

Technology 101 consists of 40 hours of hand-on technology training. The 40 hours will be scheduled as follows: 16 hours (two 8-hour sessions) at end of Summer before classes begin, 16 hours (two 8-hour sessions) completed on In-service days, and 8 hours (two 4-hour sessions) completed on half-days. For the two sessions completed during Summer, each faculty member and facilitator will be paid at an hourly wage of \$20.00, resulting in a stipend of \$320.00 per person. For the 4 sessions completed during In-Service and half days, each faculty member and facilitator will also be paid at an hourly salary wage of \$20.00, resulting in salary costs of \$480.00 per person. Total hours: 40. Total Participants: 17 (16 Faculty, 1 Facilitator). An additional \$300.00 has been allotted for classroom materials, printing, and other miscellaneous expenditures.

### Objective 3: Curriculum Integration Training

Curriculum Integration Training consists of 40 hours of hand-on and cognitive technology integration training and practice. The 40 hours will be scheduled as follows: 16 hours (two 8-hour sessions) to be conducted on a pre-scheduled weekend, 16 hours (two 8-hour sessions) completed on In-service days, and 8 hours (two 4-hour sessions) completed on half-days. For the two sessions completed during the weekend, each faculty member and facilitator will be paid at an hourly wage of \$20.00, resulting in a stipend of \$320.00 per person. For the 4 sessions completed during In-Service and half days, each faculty member and facilitator will also be paid at an hourly salary wage of \$20.00, resulting in salary costs of \$480.00 per person. Total hours: 40. Total Participants: 17 (16 Faculty, 1 Facilitator). An additional \$300.00 has been allotted for classroom materials, printing, and other miscellaneous expenditures.

### Objective 4: Peer Technology Coach Training

Peer Technology Coach Training consists of 24 additional hours for training 3 individuals to act as a support system for fellow teachers during the integration and transformation. The 24 hours will be scheduled as 3 consecutive 8 hour sessions per day. The sessions will be scheduled during regular school hours, therefore 3 substitute teachers will need to be brought in at a wage of \$120.00 per day. Total Substitutes: 3. Total Days: 3. Selected teachers and facilitators will be paid at an hourly salary wage of \$20.00,

resulting in salary costs of \$480.00 per person. Total Hours: 24. Total Participants: 4 (3 Faculty, 1 Facilitator). An additional \$100.00 has been allotted for classroom materials, printing, and other miscellaneous expenditures.

## References:

- Bennett, William J., and Dana B. Ciccone. *What Works: William J. Bennett's Research about Teaching and Learning*. Wooster, OH: Wooster Book, 1999. Print.
- Borthwick, Arlene, and Melissa Pierson. *Transforming Classroom Practice: Professional Development Strategies in Educational Technology*. Eugene, OR: International Society for Technology in Education, 2008. Print.
- CDW-G. (2005). *Teachers Talk Technology survey*. Retrieved August 23, 2007, from <http://newsroom.cdwg.com/features/feature-08-29-05.htm>
- Guskey, Thomas R. "Professional Development and Teacher Change." *Teachers and Teaching: Theory and Practice* 8.3 (2002): 381-91. Print.
- J. Fishman and Nichole Pinkard, Barry. "Bringing Urban Schools into the Information Age: Planning for Technology vs. Technology Planning." *Journal of Educational Computing Research* 25.1 (2001): 63-80. Print.
- Killion, Joellen, and Cindy Harrison. *Taking the Lead: New Roles for Teachers and School-based Coaches*. Oxford, OH: National Staff Development Council, 2006. Print.

## Resources:

- [http://www.eastonsd.org/technology/Technology\\_files/pde\\_educationaltechnologyreport.pdf](http://www.eastonsd.org/technology/Technology_files/pde_educationaltechnologyreport.pdf)
- [http://www.sde.idaho.gov/site/tech\\_services/grants\\_contracts\\_docs/EETT0809Proposals/08\\_Grace148.pdf](http://www.sde.idaho.gov/site/tech_services/grants_contracts_docs/EETT0809Proposals/08_Grace148.pdf)
- <http://www.calvertnet.k12.md.us/departments/diit/documents/FullTechPlan.pdf>
- <http://www.resa.net/services/grants/resources/grantproposaltemplate/>
- [https://www.msu.edu/~horakkas/SummerCohort/pd\\_proposal.htm](https://www.msu.edu/~horakkas/SummerCohort/pd_proposal.htm)
- <http://www.keyknox.com/technology/PDF/TechPlan.pdf>
- <http://www.iste.org/standards.aspx>
- Frazier, Max, and Gerald D. Bailey. *The Technology Coordinator's Handbook*. Eugene, Or.: International Society for Technology in Education, 2004. Print.